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ABSTRACT

The 1993 annual national survey of state supervisors of foreign languages concerning language enrollments, language offerings, state supervisor's responsibility, cooperation between language departments and other education offices, and educational reform efforts is reported. Thirty-nine states responded to the survey. Of these, 34 received funding from the federal Foreign Language Assistance Program (FLAP), which provides funding support for instruction in Arabic, Korean, Spanish, Russian, Japanese, Chinese, French, and German. In ten states, English-as-a-Second-Language (ESL) and/or bilingual education programs are administered through their offices. The survey also gathered information on primary responsibilities of state supervisors for federal language programs, grant applications, curricula, teacher certification, monitoring of student progress, policy formation, teacher training, instructional materials selection, technical assistance, and other functions. Following a summary of findings, the report contains summaries of each state's survey response. These citations include the name and title of the respondent, foreign and bilingual education enrollment figures, FLAP and other federal program involvement, innovative language program offerings, state supervisor responsibilities, and nature of cooperation among foreign language departments and state offices. (MSE)

ED 375 618

COOPERATION AMONG SECOND LANGUAGE SPECIALISTS

Annual State Survey of the Joint National Committee for Languages

In Cooperation with: The National Council of State Supervisors of Foreign Languages

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By

Julie E. Inman

November 1993

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EXECUTIVE SUMMARY

The 1993 State Survey on "Cooperation Among Second Language Specialists" by the Joint National Committee for Languages (JNCL) has produced some useful and compelling data. Language specialists collaborate with some regularity, enrollments continue to increase modestly, the Foreign Language Assistance Program (FLAP) supports a number of programs, and education reform efforts are creating major changes in some states.

In collaboration with the National Council of State Supervisors of Foreign Languages (NCSSFL), JNCL surveyed state education departments to determine the extent of cooperation among foreign language, English as a Second Language (ESL), and bilingual education departments in each state. Thirty-nine states responded, providing information concerning programmatic and administrative responsibility, organizational structures, the frequency of cooperation among foreign language departments and other education offices, and the nature of that cooperation. The survey also sought information about current language enrollments, which languages are offered statewide for elementary and secondary students, the status of the Foreign Language Assistance Program (FLAP) in each state, and innovative language programs. The resulting document is both empirical and normative, based primarily upon the comments of the respondents.

The State Supervisors provided JNCL with the most recent elementary and secondary enrollments available from their state education agencies. We compared these numbers with the *1991 JNCL Enrollment Survey, "Dreams, Realities and Nightmares"*, and to a lesser extent, with *ACTFL's Foreign Language Enrollments in Public Secondary Schools, Fall 1989 & Fall 1990.* Using a sample of the ten states providing the most current data, we found that between the 1990-1991 school year and the 1992-1993 school year, there was a modest average increase of 2.06% in secondary language enrollments. Significantly, we found that thirty-four of the responding states are benefiting from FLAP funding. In fact, FLAP monies provide support for a variety of programs in each state: Thirty-one states offer Japanese programs, twenty-one states offer Russian language programs, seventeen states offer Chinese programs, eight states offer Spanish, five states offer French, four states offer Arabic programs, four states offer German, and three states offer Korean. Without this funding, many of these programs would not be available. In addition, twenty-four states described some creative and innovative language programs, which are discussed in greater detail in the state-by-state analysis.

The respondents also provided valuable information about their programmatic and administrative responsibilities. Twenty-four Foreign Language Supervisors reported that FLAP was the only federal language-related program they administered. While their responsibilities were quite diverse, a large proportion write and administer grant applications (31), develop curriculum frameworks and standards (30), development teacher certification requirements (26), and evaluate and monitor student assessment (22). The majority of foreign language departments are housed within the Curriculum Divisions of each state education agency (16). Most others fall under the purview of Education and Field Services (7), or in the School Improvement Section (6).

Ten Foreign Language Supervisors reported that ESL and/or bilingual education programs are administered by the same office. Twenty-five Supervisors are engaged in varying degrees of

cooperation with the ESL or bilingual offices within their respective state education agencies, with only five reporting "frequent" cooperation, eleven communicating "regularly", twelve collaborating "sometimes", and seven interacting "infrequently". The nature of this cooperation varied significantly, with the most common area of coordination involving teacher certification (28), followed by staff development (27), program development (23), grant writing (22), program evaluation (22), student assessment (21), language policy development (20), curriculum materials development (18), teacher training (14), and staff evaluation (7).

On a crucial note, thirteen states mentioned that their positions and/or offices had been impacted by either recently-passed state reform legislation or by major restructuring efforts in their state's education department. Reform is bolstering some foreign language departments and is fostering greater communication, as in the case of South Carolina. However, more often than not, "reform" seems to be straining resources, acting as a barrier to communication, turning foreign language specialists into education generalists, and has even led to the loss of foreign language supervisors and consultants in a number of states. While detecting this trend was an unanticipated result of this study, it has defined the 1994 State Survey. As such, the succeeding survey will examine the impact of outcomes-based education, site-based management, agency reorganization, and "systemic" reform on specialized disciplinary consultants and programs, particularly Foreign Language Supervisors.

STATES RECEIVING FEDERAL FUNDING FROM THE FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Of the thirty-nine states surveyed, thirty-four reported receiving funding from the Foreign Language Assistance Program (FLAP). The five states that do not receive FLAP funding include: Arkansas, Louisiana, Puerto Rico, Tennessee, and Virginia. The chart below gives a breakdown of the language programs supported by FLAP in each state. According to this data, FLAP funding provides support for the following programs in each state: Thirty-one states offer Japanese* programs, twenty-one states offer Russian* language programs, seventeen states offer Chinese* programs, eight states offer Spanish, five states offer French, four states offer Arabic* programs, four states offer German, and three states offer Korean*.

A= Arabic J= Japanese
K= Korean C= Chinese
S= Spanish F= French
R= Russian G= German

*While all of the above languages are considered "critical languages", the asterisks designate those languages afforded priority by the U.S. Department of Education.

STATE	A	C	F	G	J	K	S	R
ALABAMA		X	X		X	X	X	X
ARIZONA							X	
CALIFORNIA		X			X	X		X
CONNECTICUT					X			
DELAWARE		X			X			
FLORIDA		X			X			
GEORGIA	X	X			X			X
HAWAII					X			
ILLINOIS					X			X
INDIANA	X	X			X			X
IOWA		X			X			X
KANSAS		X			X			X
MAINE					X			X
MARYLAND		X			X			X
MASSACHUSETT		X			X			X
MICHIGAN	X	X			X			X

STATE	A	C	F	G	J	K	S	R
MISSISSIPPI					X		X	
MONTANA					X			
NEBRASKA					X			
NEVADA					X			
NEW HAMPSHIRE					X			X
NEW MEXICO								X
NORTH CAROLINA			X		X		X	
NORTH DAKOTA			X	X	X		X	X
OKLAHOMA		X			X			X
OREGON					X			
PENNSYLVANIA		X			X		X	X
SOUTH CAROLINA			X	X	X		X	X
SOUTH DAKOTA								X
TEXAS					X			X
UTAH		X			X	X		
WASHINGTON		X	X	X	X			X
WEST VIRGINIA	X	X		X	X		X	
WISCONSIN		X			X			X

COOPERATION AMONG FOREIGN LANGUAGE AND BILINGUAL EDUCATION PROGRAMS

1) PROGRAM ADMINISTRATION

According to the thirty-nine responses JNCL received, ten Foreign Language Supervisors reported that ESL and/or bilingual education programs are administered by themselves or from the same office. Those states are: Arizona, Delaware, Florida, Louisiana, Maryland, New Hampshire, North Carolina, Virginia, Washington (the position has since been eliminated), and West Virginia.

2) PRIMARY RESPONSIBILITIES OF FOREIGN LANGUAGE SUPERVISORS (IN ORDER OF FREQUENCY)

A. Write and administer grant applications (31): AL, AK, CA, DE, FL, GA, HI, IA, IL, IN, ME, MD, MA, MI, MS, MT, NE, NV, NH, NM, NC, OK, OR, PA, PR, SC, SD, TX, UT, WI, WV.

B. Develop curriculum frameworks and standards (30): AL, AZ, AK, LA, CT, DE, FL, GA, HI, IN, IA, LA, MD, MI, MS, MT, NE, NH, NM, ND, OK, OR, PR, SC, SD, TN, TX, UT, WV, WI.

C. Develop teacher certification requirements (26): AL, AZ, CT, DE, FL, GA, HI, IL, LA, ME, MD, MA, MI, MT, NE, NV, NH, NC, OK, PA, SD, TN, TX, UT, VA, WI.

D. Evaluate and monitor student assessment (22): AL, AZ, DE, HI, FL, IL, IA, LA, MD, ME, MA, MI, MS, NE, NM, NC, NV, OR, PR, SD, TN, TX.

E. Set broad language policy (21): AL, AK, CA, CT, DE, FL, HI, IA, IL, LA, MD, MA, MT, MI, NE, NV, NC, OK, OR, SC, WV.

F. Evaluate and monitor program compliance and state outcomes (20): AK, DE, FL, IL, ME, MD, MA, MI, MT, NE, NH, NM, NC, OR, PR, SC, SD, TN, TX (only for FLAP), WV.

G. Develop training workshops and/or manuals for teachers (20): AL, DE, ME, MD, MA, MI, MS, NE, NV, NH, NM, NC, OR, PR, SC, WV, FL, IL, IA, LA.

H. Provide input and/or make decisions about textbooks and other instructional materials (17): CA, FL, GA, HI, LA, IN, MS, NH, NC, OK, OR, PR, SC, TX, UT, MD, MI.

I. Professional development rules and regulations (14): CT, FL, GA, IL, IN, IA, LA, NE, NV, NH, PR, SD, WI.

J. Provide technical assistance to local education agencies (LEAs) (11): AL, FL, MI, ME, MT, NE, NM, NC, PR, SC, VA.

K. Disseminate information to the public, teachers, and/or other departments (8): AL, CA, MD, MS, MI, NE, SC, TN.

L. Control budgets (7): AZ, FL, HI, IL, LA, SC, SD.

M. Human resources management (hiring and firing) (5): AZ, FL, LA, NH, SD.

N. Develop courses of study for LEAs or colleges (5): AL, FL, MI, MT, NE.

O. Develop and coordinate statewide reform and improvement efforts (4): HI, ME, NE, OR.

P. Coordinate educational technology and/or distance learning projects (4): NE, NC, LA, MA.

Q. Coordinate efforts with state foreign language teacher association and other special foreign language projects (3): CA, MS, VA.

R. Accreditation (3): AL, OK, NM.

S. Work with other countries to provide teacher and student exchanges (2): NM, WI.

T. Organize conferences (1): TN.

COORDINATED ACTIVITIES BETWEEN FOREIGN LANGUAGE SUPERVISORS AND OTHER DEPARTMENTS WITHIN THEIR RESPECTIVE STATE EDUCATION AGENCIES

CODE

SD = Staff Development
PD = Program Development
SE = Staff Evaluation
PE = Program Evaluation
SA = Student Assessment
LPD = Language Policy Development
CD = Curriculum Materials Development
TC = Teacher Certification
TT = Innovative/Model Teacher Training Programs
GW = Grant Writing
O = Other

Thirty-seven states responded to this portion of the survey. The following data indicate areas where the Foreign Language Supervisors coordinate with other departments within their respective state education agencies. The most common area of coordination involves teacher certification (28), followed by staff development (27), program development (23), grant writing (22), program evaluation (22), student assessment (21), language policy development (20), curriculum materials development (18), teacher training (14), and staff evaluation (7). The chart below details the coordinated activities in each state.

STATE	SD	PD	SE	PE	SA	LPD	CD	TC	TT	GW	O
AL	X	X	X	X	X	X	X	X	X	X	a
AZ	X				X			X			
AK	X	X		X		X	X			X	
CA						X				X	b
CT		X				X		X		X	c
DE	X	X	X	X	X	X	X	X	X	X	
FL	X	X	X	X	X	X	X	X	X	X	
GA		X					X	X		X	
HI	X	X	X	X	X	X	X	X		X	
IL	X	X		X	X	X		X	X	X	d
IN		X					X			X	
IA	X	X		X	X	X	X	X	X	X	
LA	X	X	X	X	X	X	X	X	X	X	e
ME	X			X	X			X			f

MD	X					X	X	X	X		
MA	X	X		X	X	X	X	X	X	X	g
MI	X	X	X	X	X	X	X	X	X	X	h
MS	X				X					X	i
MT	X	X				X		X		X	
NE	X	X	X	X	X	X	X	X	X	X	j
NV	X	X		X	X			X			
NH	X	X		X		X	X	X	X	X	
NM	X			X	X	X		X			
NC	X	X		X	X	X		X			k
OK	X	X				X	X	X			l
OR	X	X		X	X	X			X		
PA	X							X			
PR				X	X		X	X	X	X	
SC	X	X		X			X		X	X	
SD	X	X		X	X		X	X		X	
TN					X			X			m
TX					X			X			
UT	X	X		X						X	
VA								X			n
WV	X			X							
WI								X			o

Other:

a - AL - Teacher education reviews and school accreditation.
b - CA - Presents information to the language field on services offered by the California Department of Education.
c - CT - Teacher assessment.
d - IL - Staff hiring (interview committees), special studies, public hearings, legislative proposals, and joint funding of staff projects.
e - LA - Civil rights issues, textbook adoption, use of technology.

f - ME - Evaluate excellence in teaching, school reviews.
g - MA - Educational technology, federal programs.
h - MI - Technical assistance.
i - MS - Textbooks, federal programs.
j - NE - Distance learning telecommunication.
k - NC - Distance learning, evaluate books and materials for statewide media advisory review.
l - OK - School accreditation.
m - TN - Federal programs (special education and vocational education).
n - VA - Special projects.
o - WI - Exchanges with visiting German teachers.

1. ALABAMA

State Respondent: Joanna B. Crane, Curriculum Development Specialist

Foreign Language Enrollment Figures:	Elementary (N-6):	2,690
	Percentage of Elementary Enrollment:	.7%
	Secondary (7-12):	54,257
	Percentage of Secondary Enrollment:	17%
	Immersion Programs:	None
Bilingual and ESL Enrollment Figures:	Bilingual:	0
	Percentage of Total Enrollment:	0
	ESL:	649
	Percentage of Total Enrollment:	.08%
	Percentage of limited-English proficient students these numbers represent:	100%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese, Japanese, Russian, French, and Spanish with the possibility of Korean being taught in the second and third year of one program.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Chapter 1, ESEA funds.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The Foreign Language Supervisor (FLS) works with a number of colleagues in the Curriculum Development Section, which is responsible to the Assistant Superintendent for Student Instructional Services. Alabama's state education agency is currently concentrating on implementing a state reform plan.**

C. Frequency of cooperation with other departments: **Frequently**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **In the past, the FLS has provided on-site visits with suggestions to personnel in schools with LEP students and has worked with ESL personnel on workshops and conferences. While FLAP has helped the FLS facilitate cooperation among the six local education agencies participating in the program, she has generally found that federal funds tend to separate departments rather than to encourage cooperation. The FLS reported frequent cooperation with other departments and anticipates more with the implementation of the state reform plan, of which**

the principal aim is to bring instructional programs together. Finally, the FLS believes that lack of time is an impediment to cooperation.

2. ARIZONA

State Respondent: Robert Sosa, Education Program Specialist

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	40,000
	Percentage of Secondary Enrollment:	21%
	Immersion Programs:	None
Bilingual and ESL Enrollment Figures:	Bilingual:	45,315
	Percentage of Total Enrollment:	6.7%
	ESL:	35,454
	Percentage of Total Enrollment:	5.3%
	Percentage of limited-English proficient students these numbers represent:	100%

A. Federal language programs for which the State Supervisor is responsible: **FLAP and assist with Title VII.**

B. The languages FLAP monies fund: **Received waiver to offer Spanish.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Emergency Immigrant Education Program, Carl Perkins Vocational Education Act, Migrant Education Program - Chapter 1.**

D. Innovative language programs offered: **One school district in Arizona is receiving Title VII funds for a developmental bilingual education program. Numerous other districts use the students' native languages as part of their transitional bilingual education programs.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual education, and ESL.**

B. Position office or department holds in state education department's organizational structure: **The FLS works in the Bilingual Unit which is part of the Educational Services Division. This division is responsible to an Associate Superintendent who reports directly to the Superintendent of Public Instruction.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Since the FLS of Arizona administers all language-related programs, there is**

some support and expert coordination regarding training, dissemination of information, and support in joint ventures. While federal funds allow Arizona to provide training and other activities that would otherwise not be available, the FLS believes that a session to conduct planning and sharing of information between other departments would be a useful means of cooperation.

3. ARKANSAS

State Respondents: Susan M. Grier, Field Services/Foreign Languages and
Dr. Andre Guerrero, Bilingual/ESL Coordinator

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (1992-93):	35,800
	Percentage of Secondary Enrollment (9-12):	29%
Bilingual and ESL Enrollment Figures:	Bilingual:	0
	Percentage of Total Enrollment:	0
	ESL:	1,100
	Percentage of Total Enrollment:	.25%
	Percentage of limited-English proficient students these numbers represent:	31%

A. Federal language programs for which the State Supervisor is responsible: None

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The FLS works in the Field Services Division of the Arkansas Department of Education.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **There is regular cooperation with other departments and Title VII grant monies underwrite activities which address the needs of LEP students. Cooperation could be accomplished effectively if there was "a shared sense of values about the incredibly rich resource newcomer children are to our public school system, and our responsibilities as educators to see different language traditions as an essential component of required educational standards. Communication is difficult when assumptions about such values are not shared."**

4. CALIFORNIA

State Respondent: Arleen Burns, Language Arts and Foreign Languages Office Consultant

Foreign Language Enrollment Figures:	Elementary:	72,938
	Percentage of Elementary Enrollment:	2%
	Secondary:	529,478
	Percentage of Secondary Enrollment:	39%
	Percentage, Immersion Programs:	2.5%
Bilingual and ESL Enrollment Figures:	Bilingual:	821,520*
	Percentage of Total Enrollment:	21.2%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	76.2%

*This figure only reflects students enrolled in four types of programs. Other programs which meet the needs of LEP students may not be reflected in this figure.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese (Mandarin and Cantonese), Russian, Japanese, and Korean.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Funds from the Adult Education Act and Title VII supplement ESL programs.**

D. Innovative language programs offered: **There are several programs in Spanish for Spanish-speakers and two-way bilingual immersion programs which promote language maintenance in Korean, Chinese, and Japanese.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The Language Arts and Foreign Languages Office is part of the Curriculum, Instruction, and Assessment Division with direct responsibility to the Executive Deputy Superintendent of Public Instruction.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS acts as a liaison to other units and serves on task forces for LEP issues. In turn, the FLS expects to be updated on second language acquisition concerns and to give input when necessary. While FLAP funds have encourage cooperation in the initial stages of implementing the program, more shared planning and information regarding the projects of other units dealing with language minority issues would be helpful.**

5. CONNECTICUT

State Respondent: Dr. Mary Ann Hansen, Education Consultant

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	65,218
	Percentage of Secondary Enrollment:	52.6%
	Percentage, Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	21,769*
	Percentage of Total Enrollment:	4.6%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	100%

*This number also includes ESL programs.

A. Federal language programs for which the State Supervisor is responsible: **FLAP and the Freedom Support Program (USIA).**

B. The languages FLAP monies fund: **FLAP monies currently fund Japanese, with tentative plans to add Chinese and/or Russian this year.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Immigrant Education, Migrant Education, Title IV, Title VII, Chapter 1, and Adult Vocational Education.**

D. Innovative language programs offered: **Spanish for Spanish-speakers and dual-language instructional programs in Spanish and English at the elementary level.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The Connecticut FLS works in the Bureau of Curriculum and Instructional Programs under the Division of Teaching and Learning, which is directly responsible to the Superintendent.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS serves on a state-wide Language Acquisition and Bilingual Education Committee which is chaired by the Deputy Commissioner of Education and brings all language-related groups together on the issues. The FLS views distance as an impediment to cooperation,**

as the Vocational Education and Adult Education divisions of the State Department of Education are located in another city.

6. DELAWARE

State Respondent: Rebecca H. Scarborough, Supervisor

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	10,669
	Percentage of Secondary Enrollment:	38.6%
	Immersion Programs:	None
Bilingual and ESL Enrollment Figures:	Bilingual:	538*
	Percentage of Total Enrollment:	.53%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	25.8%

*This figure is the estimated number of students receiving Spanish bilingual education support services.

A. Federal language programs for which the State Supervisor is responsible: **Has administered Title VII for almost 6 years. Presently administers FLAP and works closely with the .5 FTE specialist in LEP programs.**

B. The languages FLAP monies fund: **One Chinese and one Japanese program.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Vocational Education, Adult Education, and Chapter 1 support services for eligible LEP students. Chapter 2 funds have supported one international education/foreign language activity.**

D. Innovative language programs offered: **The new Chinese program at Dickinson High School has a partnership with the Chinese School of Delaware. The teacher at Dickinson is the principal of the Chinese School which maintains a language and culture program for their ethnic Chinese students. Chinese students are being encouraged to enroll in the new program.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Exclusive responsibility for foreign languages and shared responsibility for bilingual education and ESL.**

B. Position office or department holds in state education department's organizational structure: **The Delaware State Board of Education recently underwent a major and innovative restructuring that became effective in July, 1993. The FLS will be spending 90% of her time in the Curriculum, Instruction, and Professional Development Team under the Standards and Curriculum Branch. The .5 FTE Limited English Proficient Specialist, formerly working in the Instruction division will spend 30% of her time on the Equity and Special Program Team under the Improvement and Assistance Branch and 20% of his/her time in the Curriculum, Instruction, and Professional Development Team. The foreign language/second language supervisor will also serve as a consultant to the Assessment and Task Development Team, the Equity and Special Programs Team, the Frameworks and Standards Team, and will spend 10% of her time on the Monitoring Coordination and Assistance Team.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS frequently networks with Chapter 1 office, the migrant specialist, and the Title IV office. The Title VII SEA grant provides for a Statewide LEP Advisory Council made up of members from IHEs, LEA teachers and administrators, and representatives from community agencies. Delaware has the advantage of being small, so communication is facilitated regularly. The new teaming organization is likely to further promote cooperation.**

7. FLORIDA

State Respondent: Bernardo Garcia, Director Office of Multicultural Student Language Education (OMSLE)

Foreign Language Enrollment Figures:	Elementary:	172,932
	Percentage of Elementary Enrollment:	11%
	Secondary:	207,716
	Percentage of Secondary Enrollment:	41%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	83,775
	Percentage of Total Enrollment:	4.34%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	86.23%

A. Federal language programs for which the State Supervisor is responsible: **FLAP, Title VII, and the Cuban/Haitian Refugee Entrant Program.**

B. The languages FLAP monies fund: **Japanese and Chinese**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Bilingual and ESL programs are supported or supplemented through other**

federal programs. Foreign language education is not.

D. Innovative language programs offered: Spanish for Spanish speakers has a very large enrollment. Next year, Haitian-Creole for Haitian-Creole-speakers will be implemented. Both of these programs function more as a language arts curriculum for native speakers of the languages than as a foreign language program. However, in their curricula, there are approaches that encompass but are different from a pure language arts program or a foreign language program.

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: Foreign languages, bilingual education, and ESL.

B. Position office or department holds in state education department's organizational structure: The Office of Multicultural Student Language Education (OMSLE) reports directly to the Deputy Director of the Division of Public Schools. The Deputy Director reports to the Director (Deputy Commissioner) for Public Schools.

C. Frequency of cooperation with other departments: Frequently.

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: The level of cooperation and communication on the state level works very well, particularly with regard to Migrant Education, Chapter 1 and Chapter 2. Florida uses a state Title VII grant, a FLAP grant, and a Cuban/Haitian Refugee Entrant grant directly to assist with the facilitation of cooperation in the state with other federal and state programs. Florida also has a satellite office in Miami which concentrates on foreign language and bilingual education to better serve the needs of the Southern region of the state. The Miami supervisor reports directly to the OSMLE office in Tallahassee.

8. GEORGIA

State Respondent: Marcia A. Spielberger, Foreign Language Consultant

Foreign Language Enrollment Figures:	Elementary (K-12):	38,000
	Percentage of Elementary Enrollment:	7%
	Secondary:	111,346
	Percentage of Secondary Enrollment:	35%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	60
	Percentage of Total Enrollment:	.01%
	ESL:	7,329
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	75%

A. Federal language programs for which the State Supervisor is responsible: FLAP

B. The languages FLAP monies fund: **Arabic, Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Bilingual Education, Emergency Immigrant, and Chapter 1 -- Migrant Education.**

D. Innovative language programs offered: **There is Spanish for Spanish speakers as well as one two-way bilingual kindergarten program, and a first and second grade Spanish program in one elementary school.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign Languages and International Education is a unit of the Division of Curriculum and Instruction, as are all content areas.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS works closely with foreign language and ESOL supervisors in districts and when appropriate, with the state ESOL unit (which is not part of the Curriculum and Instruction). Federal funds do not support such cooperation, and the FLS maintains that stronger and more directed leadership could help facilitate better communication.**

9. HAWAII

State Respondent: Anita Bruce, Education Specialist

Foreign Language Enrollment Figures:	Elementary:	15,818
	Percentage of Elementary Enrollment:	16%
	Secondary (7-12):	18,860
	Percentage of Secondary Enrollment:	28%
	Percentage, Immersion Programs:	.05%
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Japanese**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Bilingual Education**

D. Innovative language programs offered: **There is a state-funded Hawaiian language immersion program which is essentially a language revitalization program.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are administered through the Office of Instructional Services which is headed by an Assistant Superintendent, who is responsible to the State Superintendent.**

C. Frequency of cooperation with other departments: **Sometimes, as projects require.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Responsibility for all language-related disciplines are administered in the same office and there are not any federal resources available to encourage cooperation between other offices.**

10. ILLINOIS

State Respondents: Tom Hansen and Maria Medina Seidner, Manager, Bilingual Education Section

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Percentage of Secondary Enrollment:	NA
	Percentage, Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	81,855
	Percentage of Total Enrollment:	4%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	94%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Japanese and Russian.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The FLS works out of the Program Development and Delivery division of the Springfield Office of the Illinois State Board of Education. Bilingual Education is part of the Student Development Services division in the Chicago office.**

C. Frequency of cooperation with other departments: **Infrequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The only real cooperation and/or coordination between foreign languages and bilingual education occurred in the late 1970's when a Foreign Language Task Force was formed. The bilingual education coordinator would like to increase cooperation through 2-way bilingual education in conjunction with foreign language staff at the state level and remarked: "What a natural setting [elementary school] to introduce second language education to English-dominant students. Yet, after 25 years, this tremendous resource that we have throughout the country -- children who are native speakers of so many of the world's major languages -- has been virtually ignored."**

11. INDIANA

State Respondent: Dr. Walter Bartz, Foreign Language Education Consultant

Foreign Language Enrollment Figures:	Middle (Grades 7&8):	19,237
	Percentage of Grades 7&8 Enrollment:	13%
	Secondary (9-12):	122,163
	Percentage of Secondary Enrollment:	45%
	Immersion Programs:	A few
Bilingual and ESL Enrollment Figures:	Bilingual:	1,568
	Percentage of Total Enrollment:	.15%
	ESL:	1260
	Percentage of Total Enrollment:	.12%
	Percentage of limited-English proficient students these numbers represent:	61%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Arabic, Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Technology grants have gone to at least one school that has implemented a Spanish and German interactive video/computer program based on software from the Air Force Academy.**

D. Innovative language programs offered: **Currently there exist several Saturday Japanese schools for the children of Japanese nationals in the state.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are administered out of the Office of Program Development within the Center for School Improvement and Performance, which is responsible to the Deputy Superintendent and Superintendent.**

C. Frequency of cooperation with other departments: **Infrequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The only other section that deals in some way with language learning is the bilingual section with whom the FLS cooperates whenever the opportunity arises. Currently, the FLS is working with the school accreditation section in devising curricular criteria for school accreditation. However, very little opportunity exists for cooperation with other sections of the department unless it concerns curricular issues. The FLS believes that a smaller and more efficient bureaucracy would be more conducive to cooperation.**

12. IOWA

State Respondents: Paul Hoekstra, Foreign Language Consultant and
Dan Chavez, Bilingual Education Consultant

Foreign Language Enrollment Figures:	Elementary (K-8):	36,190
	Percentage of Elementary Enrollment:	13.9%
	Secondary (9-12):	70,117
	Percentage of Secondary Enrollment:	50.6%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	942
	Percentage of Total Enrollment:	.2%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	22.5%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Title VII funds programs at the Multifunctional Resource Center and the Midwest Desegregation Assistance Center.**

D. Innovative language programs offered: **There are some Spanish and South East Asian**

transitional language programs funded with Title VII monies.

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Both foreign languages and bilingual education are administered through the Bureau of Instructional Services in the Division of Elementary and Secondary Education, which reports directly to the Office of the Director.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Because the foreign language and bilingual education offices are adjacent to each other, their proximity makes cooperation easy. The two offices often collaborate on workshops and use federal funds to put on workshops using nationally known speakers/facilitators and National Diffusion Network programs as well. The FLS recommends that foreign language teachers try to attend ESL conferences. In addition, state foreign language associations can be encouraged to offer ESL or bilingual sessions or more language acquisition sessions.**

13. KANSAS

State Respondent: Dr. Maria Collins, Co-Consultant

Foreign Language Enrollment Figures:	Elementary (K-8):	26,716*
	Secondary (9-12):	36,618

*Numbers based on the 1991 JNCL Enrollment Survey
**Percentage derived from U.S. Government figures of the 1991 Age 5-17 student population in Kansas in a U.S. Department of Education publication.

Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

Due to recent passage of legislation through the Kansas State Legislature, the state is moving to a system of "Quality Performance Accreditation" in which schools accreditation will now be based on results rather than inputs. As such, there are no longer any Education Specialists (except for four disciplines -- Math, Science, Social Studies, and Communications [of which foreign languages is part]), but Co-Consultants. Spanish, French and German (in that order) are widely taught throughout Kansas, while some districts (3 or 4) offer Latin, Chinese, Japanese, and Russian. There has been no interaction between the Foreign Language Specialist (now a Co-Consultant) and the

Bilingual Education Coordinator.

14. LOUISIANA

State Supervisor: Perry M. Waguespack, Director of the Bureau of Academic Support

Foreign Language Enrollment Figures:	Elementary (K-8):	92,000
	Percentage of Elementary Enrollment:	16.5%
	Secondary (9-12):	53,500
	Percentage of Secondary Enrollment:	28%
	Percentage, Immersion Programs:	1% (841)
Bilingual and ESL Enrollment Figures:	Bilingual:	1,627
	Percentage of Total Enrollment:	.2%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	18%

A. Federal language programs for which the State Supervisor is responsible: **FLAP, Title VII, Title IV - National Origin, Emergency Immigrant Education Program.**

B. Does the state receive funding from the Foreign Language Assistance Program (FLAP)? **No, not this year.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Adult Education**

D. Innovative language programs offered: **There is an effort to foster and preserve the French language and culture of Louisiana. As such, the Department of Education and the Council for the Development of French in Louisiana, have set-up elementary-level French and French Immersion programs.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual education, and ESL.**

B. Position office or department holds in state education department's organizational structure: **The Bureau of Academic Support is comprised of three sections -- foreign languages, bilingual education/ESOL, and distance learning. This Bureau is part of the Office of Academic Programs.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Migrant Education, Chapter 1, Chapter 2, Pupil Accountability, Adult Education, Special Education, Vocational Education, and Elementary and Secondary Education often cooperate**

with the Bureau of Academic Support. In addition, they work closely with other state agencies and several foreign governments in their language programs. Louisiana has formal agreements with the governments of France, Belgium, Quebec, and Mexico which provide teachers from these countries in addition to study programs for Louisiana teachers. They also view parents and community members as essential to the success of their ESL programs with children. To this end, the State provides language classes to adults through Adult Education, Title VII districts have Parent Advisory Councils, and the Bilingual Education/ESOL Section provides information to parents through community functions.

15. MAINE

State Respondent: Donald Reutershan, Foreign Language Consultant

Foreign Language Enrollment Figures:	Elementary (K-6):	8,983
	Percentage of Elementary Enrollment:	7%
	Secondary (9-12):	41,738
	Percentage of Secondary Enrollment:	44%
	Immersion Programs: 0	
Bilingual and ESL Enrollment Figures:	Bilingual:	641
	Percentage of Total Enrollment:	.003%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	.39%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Japanese and Russian**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Title VII (Bilingual Education and ESL); Emergency Immigrant Education (also bilingual ed. and ESL); Title IV of the Civil Rights Act and state funding.**

D. Innovative language programs offered: **Some transitional programs.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The FLS is responsible to the Director of the Division of Curriculum within the Bureau of Instruction. While solely responsible for foreign language programs, the FLS shares responsibility for assistance in school restructuring efforts.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS provides and expects sharing of expertise, resources, ongoing dialogue about language learning, attendance and presentations at state conferences with colleagues in the ESL/Bilingual Education Office. As the ESL/Bilingual Education Office is part of the office of the Commissioner, a restructured organization of the State Education Agency might promote and encourage more communication and cooperation. Additionally, an increase in integrated activities efforts that cross Division and Bureau lines, and common planning time and common goals would likely facilitate more cooperation.**

16. MARYLAND

State Respondent: Susan Helm Smith, Specialist for Foreign and Second Language Learning

Foreign Language Enrollment Figures:	Elementary (K-5):	NA
	Percentage of Elementary Enrollment:	2.3%
	Secondary (9-12):	80,439
	Percentage of Secondary Enrollment:	42.3
	Percentage, Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	50
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	.4%

A. Federal language programs for which the State Supervisor is responsible: **FLAP, Title VII, and Emergency Immigrant Education Program.**

B. The languages FLAP monies fund: **Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Even Start, Head Start, Vocational Education, Chapter 1, Chapter II Block Grant Program, Adult Education.**

D. Innovative language programs offered: **There are two bilingual vocational programs in Spanish and Vietnamese. In each of these classes, a full-time (native speaker) classroom aide translates what the teacher says and works with the students.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual education, and ESL.**

B. Position office or department holds in state education department's organizational structure: **The FLS reports to the Branch Chief of Language Development and Early Language Learning, which is part of the Division of Instruction.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS in Maryland works only part-time (.5) and tries to cooperate with other departments as much as possible. She believes that more time on the job would encourage more cooperation.**

17. MASSACHUSETTS

State Respondents: Connie Louie, Education Specialist and
Margaret Davis, Program Director, Title VII

Foreign Language Enrollment Figures:	Elementary (K-8):	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	NA
	Percentage of Secondary Enrollment:	NA
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	38,000
	Percentage of Total Enrollment:	5%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	83%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Chapter 2 Block Grant.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position of office in state education department's organizational structure: **NA.**

C. Frequency of cooperation with other departments: **NA.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **NA.**

18. MICHIGAN

State Respondent: Ralph E. Stitt, Foreign Language Consultant

Foreign Language Enrollment Figures:	Elementary (K-6):	12,677
	Percentage of Elementary Enrollment:	1.5%
	Secondary (9-12):	114,828*
	Percentage of Secondary Enrollment:	19.4%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	19,394
	Percentage of Total Enrollment:	1%**
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

*Numbers based on the 1991 JNCL State Survey Data.
**Percentage derived from U.S. Government figures of the 1991 Age 5-17 student population for Michigan in a U.S. Department of Education publication.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B The languages FLAP monies fund: **Arabic, Chinese, Japanese, and Russian.**

D. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Yes (programs not specified).**

E. Innovative language programs offered: **There is a teacher exchange program to provide native speakers for elementary programs in Japanese.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are administered through the Curriculum Development Program in the State Department of Education.**

C. Frequency of cooperation with other departments: **Frequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **NA.**

19. MISSISSIPPI

State Respondent: Jeanne Wells Cook, Language Arts and Foreign Language Specialist

Foreign Language Enrollment Figures:	Elementary (K-8):	1,546
	Percentage of Elementary Enrollment:	.43%

	Secondary (9-12):	29,054
	Percentage of Secondary Enrollment:	15.6%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	1,287*
	Percentage of Total Enrollment:	.26%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	74%

*Represents public school enrollments only.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Japanese and Spanish.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Library services and Adult Education.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages and language arts.**

B. Position office or department holds in state education department's organizational structure: **The FLS is in the Bureau of Instructional Services within the State Department of Education.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS reports that cooperation and communication already occurs on a regular basis, including exchange of information regarding teachers, programs, and grant opportunities. Fewer duties and more time would help facilitate even more cooperation.**

20. MONTANA

State Respondent: Duane Jackson, Foreign Language Specialist

Foreign Language Enrollment Figures:	Elementary (K-6):	600 (est.)
	Percentage of Elementary Enrollment:	.6% (est.)
	Secondary (9-12):	9,000
	Percentage of Secondary Enrollment:	21%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	2,274
	Percentage of Total Enrollment:	1.5%

	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	33%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Japanese**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **NA**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are administered through the Basic Education Division of the Department of Accreditation and Curriculum Services, which is responsible to the Superintendent.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Collaboration in designing and conducting training and sharing resources.**

21. NEBRASKA

State Respondent: Dr. Mel Nielsen, Consultant in Foreign Languages and International Education

Foreign Language Enrollment Figures:	Elementary:	10,432
	Percentage of Elementary Enrollment:	4.3%
	Secondary:	49,068
	Percentage of Secondary Enrollment:	56%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	503 (VII)
	Percentage of Total Enrollment:	.2%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	18%

A. Federal language programs for which the State Supervisor is responsible: **FLAP and Title VII.**

B. The languages FLAP monies fund: **Japanese**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **None**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages and global education are administered through the Curriculum/Instructional Program Improvement Division under the Department for Education Services. The Assistant Commissioner for Education Services is responsible to the Deputy Commissioner of Education who, in turn, reports to the Commissioner of Education.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Currently, the FLS works with the bilingual and ESL offices regarding equal education opportunity. While federal funds provide support for a state Foreign Language Task Force and for Distance Learning, funding for staff development and model programs (including development and expansion of distance learning programs) would be helpful in facilitating greater cooperation.**

22. NEVADA

State Respondent: Holly Walton-Buchanan, Foreign Language Supervisor

Foreign Language Enrollment Figures:	Elementary:	2,862
	Percentage of Elementary Enrollment:	2%
	Secondary:	22,780
	Percentage of Secondary Enrollment:	3%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages these FLAP monies fund: **Japanese**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Title IV and Title VII support ESL**

D. Innovative language programs offered: **None**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are administered through the Elementary and Secondary Education Branch along with special education, occupational education, nutrition, testing, and federal programs in the State Department of Education.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS occasionally cooperates on in-service classes and joint conferences with her bilingual education and ESL counterparts and writes an ESL/Foreign Language newsletter four times a year. While most of the FLAP funding goes to the two largest districts for their Japanese language pilot projects, a fraction of the monies are used toward travel and expenses for the FLS.**

23. NEW HAMPSHIRE

State Respondent: Dr. Robert R. Fournier, Consultant, Foreign Languages and Director, Bilingual/Multicultural Education

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	23,250*
	Percentage of Secondary Enrollment:	50.21%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	500
	Percentage of Total Enrollment:	.01%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	30%

*Based on 1989/90 ACTFL Foreign Language Enrollment Survey.

A. Federal language programs for which the State Supervisor is responsible: **FLAP and Title VII.**

B. The languages FLAP monies fund: **Japanese and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **No**

D. Innovative language programs offered: **ACA Manchester Linguistic Camp between Quebec and New Hampshire (French), German Saturday School in Manchester, Association Canada-Americaine, Franco-American Ethnic -- Insurance Mutual Co. (French for Children and Adults), Gilbert French Language Foundation French Contest, Manchester.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual education and ESL.**

B. Position office or department holds in state education department's organizational structure: **New Hampshire is currently in the process of reorganizing its education department. At this time, the FLS is divided between the Unit for Effective Programs (foreign languages) and Instructional Practice and the Bureau of Governance, Environment and Equity (bilingual education/ESL).**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Until now, there has been excellent planning, coordination, and cooperation of services with other departments. However, only time will tell if the new organizational structure will be conducive to cooperation and will provide better services to the local school districts. Federal funds provide extensive support for the FLS, who shares a space with the National Diffusion Network Director and operates a statewide resource center for educators with T-7 ESEA funds. In addition, the FLS has an office at the State Education Agency with funding for supplementing services, e.g. in-service for ESL-Bilingual, etc. Finally, the FLS has set-up a resource center and has hired a part-time coordinator to operate it with supervision from his office.**

24. NEW MEXICO

State Respondent: Mary Jean Haberman, Director of Bilingual Multicultural Education Unit

Foreign Language Enrollment Figures:	Elementary (K-6):	7,863*
	Percentage of Elementary Enrollment:	4.85%*
	Secondary:	37,299
	Percentage of Secondary Enrollment:	NA
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	87,748
	Percentage of Total Enrollment:	33%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

*Numbers based on the 1991 JNCL State Survey data.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages these FLAP monies fund: **Russian**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Yes (not specified).**

D. Innovative language programs offered: **Of particular interest to other Language Supervisors are a number of programs designed to serve the approximately 23 different tribes of Native American students.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The Modern and Classical Languages Consultant position at the New Mexico State Department of Education is currently vacant. According to the respondent, Bilingual and Multicultural Education is administered through the Learning Services Division of the Department, answering directly to the Deputy Superintendent of Public Instruction.**

C. Frequency of cooperation with other departments: **Sometimes, time permitting.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **For the past three years, coordination between the FLS and bilingual/multicultural education colleagues has been good, including collaboration on immersion institutes. In addition, the two department representatives brainstorm, design, and implement special training plans for teachers by professionals from Spain, Mexico, and other countries. Federal funding makes some resources available to design and carry out the activities, but more cooperation could be facilitated if the FLS was part of the bilingual/multicultural education unit instead of apart from it, particularly "in a state like New Mexico, where 44% [of the students] are Hispanic, and 10% are Native American and where those languages spoken at home and in communities should not be considered "foreign" but should be considered a resource for the sound intellectual development of children."**

25. NORTH CAROLINA

State Respondent: Jane S. Cowan, Subject Area Coordinator

Foreign Language Enrollment Figures:	Elementary (K-6):	309,387 (est.)
	Percentage of Elementary Enrollment:	50%
	Secondary:	111,550
	Percentage of Secondary Enrollment:	38.1%
	Percentage, Immersion Programs:	1%
Bilingual and ESL Enrollment Figures:	Bilingual:	0
	Percentage of Total Enrollment:	0
	ESL:	2,998

Percentage of Total Enrollment:	.26%
Percentage of limited-English proficient students these numbers represent:	73.1%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages these FLAP monies fund: **French, Japanese, and Spanish.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **NA**

D. Innovative language programs offered: **NA**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, and ESL (no bilingual programs).**

B. Position office or department holds in state education department's organizational structure: **The North Carolina Department of Public Instruction is currently being reorganized. As such, foreign languages are considered "enhancement curriculum areas". As the core of the new Program Services division, four professional personnel now serve as second language consultants on three interdisciplinary teams -- elementary, middle, and high school. The interdisciplinary teams are responsible to the Assistant State Superintendent for Program, Research and Development Services, who is in turn responsible to the Deputy State Superintendent.**

C. Frequency of cooperation with other departments: **Frequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **While there are no other offices responsible for second languages, there is frequent cooperation with other departments, particularly with the Division of Media and Technology. The second language coordinators are currently participating in staff development in total quality management, and the FLS anticipates increased cooperation once the reorganization is complete. Federal funding does not help facilitate cooperation in North Carolina.**

26. NORTH DAKOTA

State Repondent: Val Babb, Curriculum Council Representative

Foreign Language Enrollment Figures:	Elementary (K-8):	2,751
	Percentage of Elementary Enrollment:	3%
	Secondary (9-12):	15,708
	Percentage of Secondary Enrollment:	43.6%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	676
	Percentage of Total Enrollment:	.5%*

	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	7%

*Percentage derived from U.S. Government figures of the 1991 Age 5-17 student population for North Dakota in a U.S. Department of Education publication.

A. Federal language programs for which the State Supervisor is responsible: **There is no State Supervisor -- all academic areas are covered by one "generalist".**

B. The languages these FLAP monies fund: **French, German, Latin, Spanish, and Japanese and Russian are offered through satellite or after school programs.**

C. Innovative language programs offered: **Some schools offer second language instruction for Native American students wishing to learn the languages of their ancestors.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **No foreign language division or supervisor.**

B. Position office or department holds in state education department's organizational structure: **NA**

C. Frequency of cooperation with other departments: NA

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The Office of Indian and Bilingual Education offers help to bilingual and ESL instructors with 2 ESL workshops, technical assistance, and program development.**

27. OKLAHOMA

State Respondent: Angella Seesaran, Languages Coordinator School Improvement

Foreign Language Enrollment Figures:	Elementary:	NA*
	Percentage of Elementary Enrollment:	NA
	Secondary:	51,600
	Percentage of Secondary Enrollment:	75%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	14,833**
	Percentage of Total Enrollment:	2.5%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	76.5%

*Due to recent state legislation, in 1993-94, all districts must implement some elementary language programs.
**Public school enrollment only.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Title VII and National Origin**

D. Innovative language programs offered: **Oklahoma uses Title VII funds for bilingual Native American projects. There is activity among the majority of Oklahoma's 36 tribes to develop some curricula programs which include a language component.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Languages are part of the Curriculum Division of School Improvement Programs, which reports to the Assistant Deputy State Superintendent for School Improvement.**

C. Frequency of cooperation with other departments: **Infrequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Federal funding does not support cooperation and lack of staff and time contributes to this situation.**

28. OREGON

State Respondent: Elizabeth King, Program Specialist

Foreign Language Enrollment Figures:	Elementary (K-8):	10,309*
	Percentage of Elementary Enrollment:	3.2%*
	Secondary:	44,779*
	Percentage of Secondary Enrollment:	27.4%*
	Percentage, Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

*Numbers based on 1991 JNCL State Survey data.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. Does the state receive funding from the Foreign Language Assistance Program (FLAP)? **Yes**

C. The languages FLAP monies fund: **Japanese**

D. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **NA**

E. Innovative language programs offered: **Individual districts are now developing plans.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages (and many other programs).**

B. Position office or department holds in state education department's organizational structure: **Second language acquisition is administered under the Department of Curriculum and Instruction, while bilingual education is administered under Federal Programs.**

C. Frequency of cooperation with other departments: **Frequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Most activities are coordinated with school districts, while the lines between departments "in-house" seem to be breaking down. The FLS also works with the higher education community and participates in a steering committee representing K-16 that considers input on language policy. Federal funds are used to support workshops. In addition, Oregon is in the midst of developing a second language acquisition program for all students as called for in House Bill 3565, the Oregon Educational Act for the 21st Century. This looks to be a gradual implementation with an initial proficiency testing beginning in the 1996-97 school year.**

29. PENNSYLVANIA

State Supervisor: Larrie H. McLamb, Jr., Foreign Language/International Education Advisor

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	256,678
	Percentage of Secondary Enrollment:	34%
	Immersion Programs:	1
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA

Percentage of limited-English proficient students these numbers represent:	NA

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese, Japanese, Russian, and Spanish.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **No**

D. Innovative language programs offered: **The Summer Intensive Language Program provides classes in Arabic, Chinese, Japanese, etc. for speakers of English.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are within the Division of Communications and Math, which is housed within the Bureau of Curriculum and Academic Services under the Office of Elementary and Secondary Education.**

C. Frequency of cooperation with other departments: **Infrequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Foreign language enrollment data, teacher personnel labels, and printouts are received by the FLS from the Bureau of Information Systems, and related information from the Bureau of Teacher Preparation and Certification. While the FLS considers communication and cooperation adequate, federal funds are necessary to facilitate cooperation in the Summer Intensive Language Programs as well as FLAP programs.**

30. PUERTO RICO

Respondent: Director, Bilingual Education Program

Foreign Language Enrollment Figures:	Elementary:	0
	Percentage of Elementary Enrollment:	0
	Secondary:	0
	Percentage of Secondary Enrollment:	0
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	4,875
	Percentage of Total Enrollment:	.0078%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient	

students these numbers represent: .0078%

A. Federal language programs for which the State Supervisor is responsible: **Title VII**

B. Does the state receive funding from the Foreign Language Assistance Program (FLAP)? **No**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Adult Education and Library Services are used for bilingual programs.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Bilingual Education (no foreign language programs).**

B. Position office or department holds in state education department's organizational structure: **The Bilingual Education Program is part of the Regular Education Assistant Secretary's Office.**

C. Frequency of cooperation with other departments: **Frequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Federal monies help Puerto Rico serve a small portion of their bilingual population but there is a need for more funding to support more teacher positions. Federal funding also helps with English as a first and second language books and texts, but Puerto Rico needs help with developing curricular materials for bilingual teachers.**

31. SOUTH CAROLINA

State Respondent: Cindy Saylor, Education Associate: Foreign Languages

Foreign Language Enrollment Figures:	Elementary (K-8):	10,123
	Percentage of Elementary Enrollment:	2%
	Secondary:	57,609
	Percentage of Secondary Enrollment:	33%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	1,179
	Percentage of Total Enrollment:	.2%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	80%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **French, German, Japanese, Russian, and Spanish.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Some Adult Education funds are used for ESL services.**

D. Innovative language programs offered: **Korean, Japanese, and some Chinese communities have developed Saturday School programs for their children to maintain their native language skills.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are part of the Division of Curriculum and Instruction, within the Office of Education Design.**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS works closely with other divisions and offices within the agency including Professional Development, Collaboration, Instructional Technology, and Organizational Development, on teams to provide services to school districts. The foreign language division also provides opportunities for training, technical assistance, curriculum materials, and language assessment information for offices that deal with LEP students. Due to a recent major restructuring effort, divisions previously isolated now work closely with one another to provide collaboration and better services for districts. Communication among divisions is open and strongly encouraged, although very little federal funding fuels this effort.**

32. SOUTH DAKOTA

State Respondent: Connie Colwill, Education Program Manager

Foreign Language Enrollment Figures:	Elementary:	0
	Percentage of Elementary Enrollment:	0
	Secondary (9-12):	11,049*
	Percentage of Secondary Enrollment:	33%
	Immersion Programs:	0
Bilingual and ESL Enrollment Figures:	Bilingual:	4,537
	Percentage of Total Enrollment:	3%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	51%

*Numbers based on 1989/90 ACTFL Enrollment Survey.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Russian**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Yes (not specified).**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office holds in state education department's organizational structure: **NA**

C. Frequency of cooperation with other departments: **Regularly.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Most of the cooperation that occurs is in the form of technical assistance.**

33. TENNESSEE

State Respondents: Kathryne Pugh, Ed.D., Supervisor of Language Arts/Foreign Languages 9-12 and Julie McCarger, ESL Consultant

Foreign Language Enrollment Figures:	Middle (Grades 7&8):	4,926
	Percentage of Grades 7&8 Enrollment:	27.2%
	Secondary (9-12):	65,042
	Percentage of Secondary Enrollment:	37%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	None
	Percentage of Total Enrollment:	0
	ESL:	3,000*
	Percentage of Total Enrollment:	1%
	Percentage of limited-English proficient students these numbers represent:	80%

*This figure includes private school enrollments.

A. Federal language programs for which the State Supervisor is responsible: **None**

B. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Chapter 2, Adult Education and Head Start funding are used to supplement ESL services.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **Foreign languages are administered through the Language Arts Section of the Division of Curriculum and Instruction while ESL programs are part of the Federal Programs Section of the same Division.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The FLS reports that cooperation is limited because ESL funds are provided by federal programs, while no such monies are available for foreign languages. While some cooperation exists with regard to statistical data (i.e. state testing) and through guidance from other programs, more cooperation could be encouraged with a better understanding of how programs overlap and can complement each other.**

34. TEXAS

State Respondents: Ines Garcia and Robert LaBouve (Retired), Languages Unit
and Elisa D. Gutierrez, Director of Bilingual Education and ESL

Foreign Language Enrollment Figures:	Elementary (K-6):	26,099
	Percentage of Elementary Enrollment:	1.3%
	Secondary (7-12):	383,660
	Percentage of Secondary Enrollment:	26.4%
	Percentage, Immersion Programs:	.004% (149)
Bilingual and ESL Enrollment Figures:	Bilingual:	309,349
	Percentage of Total Enrollment:	9.2%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	85.6%

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Japanese and Russian**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Title VII**

D. Innovative language programs offered: **Spanish for Spanish-speakers, a K-12 program which differentiates the required curriculum for languages to meet the needs of students whose first language is Spanish. The purpose of the program is to recognize those elements of Spanish which the student has and to build upon those skills to develop further proficiency in Spanish. There are some dual-language or developmental bilingual education programs in Spanish as well. A statewide initiative for dual-language instruction is being planned.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **The Languages Unit is in the Department of Curriculum and Assessment and reports to a Division Director, an Associate Commissioner, and the Commissioner. The Division of Bilingual Education is in the Department of Programs and Instruction and reports to an Associate Commissioner, a Deputy Commissioner, and the Commissioner.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **The Division of Bilingual Education participates in the sharing of conference information while the Languages Unit maintains involvement in policy decisions which will have an impact of second language programs. Title VII network funding provides assistance on testing, program evaluation, and training and the FLAA is developing a network of Texas language educators with interest and expertise in teaching of Japanese and Russian. The Languages Unit advocates a team approach on language education issues as it ensures that solutions or statements of policy are generated with the consideration of the viewpoints of the various language professionals while promoting the unique contributions of the individuals on the team. The FLS also notes that while there is a state mandate to serve all LEP students, there is no student mandate for foreign language education. As such, the Languages Unit at the Texas Education Agency provides leadership in curriculum development to districts, which are all required to offer language programs.**

35. UTAH

State Respondent: Joan Patterson, Education Specialist

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	66,913
	Percentage of Secondary Enrollment:	35.5%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	2,584
	Percentage of Total Enrollment:	.01%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	11%

A. Federal language programs for which the State Supervisor is responsible: **FLAP and Chapter 2.**

B. The languages FLAP monies fund: **Japanese (1994-95), Chinese (1995-96), and Korean (1995-96).**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Bilingual Education and ESL programs.**

D. Innovative language programs offered: **Navajo language in the San Juan District and Ute language in the Duchesne District. Spanish immersion in four elementary schools in the Alpine District. Two Alpine junior highs have provided continuation for immersion students in content courses taught in Spanish.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, Chapter 2.**

B. Position office or department holds in state education department's organizational structure: **The FLS serves on one of three teams within the Curriculum and Instruction Section of the Utah State Office of Education. This Section is part of the Instructional Services Division which is directly responsible to the Superintendent's Office.**

C. Frequency of cooperation with other departments: **Infrequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Other than some support provided in the way of statistical enrollment data, very little cooperation exists between the FLS and other offices and divisions in the state's education agency. This is in large part due to the lack of financial support that might be used to facilitate cooperation.**

36. VIRGINIA

State Respondent: David E. Cox, Specialist, Foreign Languages/ESL

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (7-12):	174,418
	Percentage of Secondary Enrollment:	46%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient	

students these numbers represent: NA

A. Federal language programs for which the State Supervisor is responsible: **Minimal involvement with Title VII and Chapter 1 as it relates to limited-English proficient students.**

B. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **Some Vocational and Adult Education monies are used to support ESL-related activities.**

C. Innovative language programs offered: **Spanish for Spanish-speakers as well as partial immersion (French, Spanish, and Japanese) offered in a few localities.**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual, and ESL.**

B. Position office or department holds in state education department's organizational structure: **"Offices" and "departments" were eliminated in the 1990 Virginia Department of Education restructuring. The FLS describes the department as one of specialists whose purpose is to work with interdisciplinary projects as team members.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Due to the changed nature of the Department following restructuring (no "departments" and a project-orientation) and no federal funding from either FLAP or Title VII, cooperation in the traditional sense does not take place.**

37. WASHINGTON

State Respondent: David Kennedy

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	2%
	Secondary (9-12):	92,843
	Percentage of Secondary Enrollment:	40%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

A. Federal language programs for which the State Supervisor is responsible: **Position**

eliminated.

B. The languages FLAP monies fund: **Chinese, French, German, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **NA**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual education, and ESL.**

B. Position office or department holds in state education department's organizational structure:
C. Frequency of cooperation with other departments:

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Due to recently-passed site-based management legislation the FLS position within the Department of Foreign Languages and Bilingual Education has been eliminated. Foreign languages are now administered by an education generalist who handles several other disciplines as well.**

38. WEST VIRGINIA

State Respondent: Deborah Brown, Coordinator, Foreign Languages

Foreign Language Enrollment Figures:	Elementary:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (7-12):	22,000*
	Percentage of Secondary Enrollment:	25%
	Immersion Programs:	NA
Bilingual and ESL Enrollment Figures:	Bilingual:	NA
	Percentage of Total Enrollment:	NA
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	NA

*Numbers from 1991 JNCL State Survey data.

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Arabic, Chinese, German, Japanese, and Spanish.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **No**

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages, bilingual education, and ESL.**

B. Position office or department holds in state education department's organizational structure: **One foreign/second language coordinator is granted co-equal status with five other curriculum specialists within the Office of Instructional Services. This office is responsible to an Assistant Superintendent, followed by an Associate Superintendent, and finally the Superintendent himself/herself.**

C. Frequency of cooperation with other departments: **Sometimes.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **Some cooperation in the form of sharing data, resources, and information takes place, although more cooperative efforts could be undertaken with the formation of interdisciplinary teams and/or joint projects.**

39. WISCONSIN

State Respondent: Paul Sandrock, Consultant, Foreign Language Education

Foreign Language Enrollment Figures:	Elementary:	10,215
	Percentage of Elementary Enrollment:	2.4%
	Secondary:	149,017
	Percentage of Secondary Enrollment:	41.9%
	Percentage, Immersion Programs:	15%
Bilingual and ESL Enrollment Figures:	Bilingual:	12,522*
	Percentage of Total Enrollment:	1.86%
	ESL:	NA
	Percentage of Total Enrollment:	NA
	Percentage of limited-English proficient students these numbers represent:	80.15%

*Figure includes 1,842 non-LEP students in the same bilingual classroom

A. Federal language programs for which the State Supervisor is responsible: **FLAP**

B. The languages FLAP monies fund: **Chinese, Japanese, and Russian.**

C. Other federal programs used to supplement and/or support foreign languages, bilingual education and ESL programs: **No**

D. Innovative language programs offered: **Milwaukee's two-way bilingual program offers elementary curriculum with side-by-side English-only and Spanish-only classrooms paired at each grade level. Students switch the classroom and language everyday. The goal is to achieve functional**

literacy in both languages. Milwaukee also operates three total immersion elementary schools (French, German, and Spanish) delivering the full regular elementary curriculum in the second language. For grades 6-8, students receive half-day immersion instruction of core subject area content with half day in English (usually the specialized disciplines). For grades 9-12, the second language skill is maintained with a two-hour block of instruction combining language and social studies curricula. There is also Spanish for Spanish-speaker programs in several districts.

RESPONSIBILITIES AND COOPERATION AMONG DEPARTMENTS

A. Program responsibility: **Foreign languages.**

B. Position office or department holds in state education department's organizational structure: **As of July, 1993, the Foreign Language Consultant worked out of the Program Development Section within the Bureau for School Improvement. The Bureau is part of the Division for Instructional Services. The Bilingual-Bicultural Program/Consultant is part of the Equity and Multicultural Education Section in the Bureau for Educational Equity Programs, within the Division for Handicapped Children and Pupil Services. Both Divisions are responsible to the Deputy State Superintendent and Superintendent.**

C. Frequency of cooperation with other departments: **Infrequently.**

D. Nature of cooperation among foreign language departments and other offices in the state's education agency: **In general, the FLS and his bilingual/ESL colleagues rarely interact. However, the Program Development Section holds regular (biweekly) international education meetings with their section chief. These involve the foreign language, international education, and German language (German Education Ministry position) consultants. Numerous projects and workshops are collaborative efforts. Another point of overlap between foreign language and ESL is that the foreign language consultant oversees both teacher preparation programs at Wisconsin colleges and universities. Therefore, contact exists between university-level ESL teacher trainers and the state FLS.**